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ABSTRACT

This curriculum guide for the language arts program at Centre (Alabama) Junior High School describes the objectives, activities, and evaluation methods used. It also describes the different areas of the language arts program--reading, writing, spelling, listening, and speaking--and the emphasis placed on each area in the development of communication skills. The guide contains two bibliographies which provide additional information on teaching in the language arts. (RB)

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LANGUAGE ARTS CURRICULUM GUIDE

(Tentative)

Centre Junior High School
Centre, Alabama

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The following is a tentative curriculum guide prepared by the Language Arts Department of Centre Jr. High as a step toward achieving accreditation by the Alabama State Department of Education and, hopefully, by the Southern Association of Secondary Schools and Colleges. In addition, it is hoped that the guide will prove useful in helping teachers at the school to standardize instruction, avoid overlaps, and promote a more sequential study of the language arts skills.

We realize that the guide is very rough; it is intended only as a beginning, not as a finished product. It has been prepared in simple outline form to simplify typing at this stage, and can easily be converted into chart, etc. form later if such proves to be desirable. Of course, all typing errors will be corrected.

The guide at this stage does not include a section on grammar study as such as the school is moving toward a program of teaching grammar in conjunction with writing using Follett's Individualized English and related filmstrips and tapes.

We of the Language Arts Department would greatly appreciate the Committee's comments, suggestions, additions, deletions, etc. in improving both our curriculum guide and the general language instruction of the school.

We feel that the following information concerning the school and the school community will be perhaps of help to the Committee in properly evaluating the guide:

The Centre Jr. High School is located in Centre, Alabama, the county seat of Cherokee County, a small rural area of largely cultivated farm land.

The Cherokee County Board of Education and the County Superintendent of Education comprise the final authority for education in the county, and both are elected by popular ballot.

The school was organized in 1960 for the purpose of relieving crowded conditions at the local elementary and high school, and, since that time has grown from a student population of 260 and a faculty of nine to a student body of 510 and a faculty of 22.

The school is primarily departmentalized in all three grades (6, 7, and 8). Within each grade, students are grouped somewhat homogeniously depending on achievement tests, teacher judgment, parent estimation, and pupil opinion. A student, however, can move from one ability level to another according to the progress made during the grading period. Two of the six Language Arts teachers are Title I, and a third is primarily a reading teacher for sixth-grade students. Obviously, many of the objectives set forth in the guide would not apply equally to all grade or ability levels, and, of course, the activities would vary accordingly.

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The beginning student population for 1972-73 consisted of about 16% Negro with no other minority groups present. Religious affliations are predominantly protestant, with eighty per cent being Baptist or Methodist. A recent survey revealed that about 49% of the students come from low-income families.

As was stated earlier, the guide was prepared with the co-operation of all the Language Arts teachers. We sincerely hope to improve instruction in any way possible in order to better meet the needs of each student and greatly appreciate the Committee's help in accomplishing this.

LANGUAGE ARTS DEPARTMENT

Centre Junior High School

Centre, Alabama

Acker

Davis

Lowe

Rosser

Sewell

Williamson

LANGUAGE ARTS

PHILOSOPHY

We endeavor to serve the needs, abilities, and interests of every individual student; to stimulate within each student a desire to improve himself and his environment, and to aid him in developing a true sense of values. The school should offer each student an opportunity to achieve the maximum growth of which he is capable.

We must offer the student the tools to futher his education.

Examples:

1. To think or reason things out
2. To study effectively
3. To adequately understand and use the basic Language Arts skills so that he might be able to further his education. (Whether on his own, high school, trade school, on to college, etc.)

Mehods of teaching must be varied to fulfill the objectives of the school, the needs of the individual students, and to accomodate the various abilities and talents of the different teachers.

We endeavor to help the student realize that education is a continuous process and to help him become a worthwhile, useful citizen within his community, state, and nation.

READING

The pupil should establish independence in identifying strange printed words, increase his demand for meaning, acquire further independence in coping with meaning difficulties, and develop the skill and interest essential to reading a wide variety of materials in many different fields. In order to read widely in various curriculum fields, the pupil must acquire sufficient skill in rapid reading. He must learn to read his textbooks with a high degree of understanding.

SPECIFIC OBJECTIVES:

I. To be able to apply a sound to its written symbol to read new words.

Activities: Have pupils select words from an assignment that have these sounds, or given a list of words:

1. Recognize and use the common sounds of consonants.
2. Recognize and use the common short and long vowel sounds.
3. Recognize and use consonant digraphs.
4. Recognize and use vowel digraphs.
5. Recognize that doubling final consonants does not change the consonant sound.
6. Recognize and use initial and final consonant blends.
7. Recognize soft and hard sounds: g - c.
8. Recognize silent consonants in words.
9. Recognize that final, silent e generally gives the preceding vowel a long sound.
10. Recognize and use r-controlled vowels.
11. Recognize and use vowel diphthongs.
12. Recognize when vowel and/or consonant combinations have more than one sound.
13. Use sound-symbol relationships to spell words correctly.

Materials:
1. Prepared word list.
2. Textbooks.
3. Dictionary.
4. Tach-X.
5. Flash cards.
7. Casette tape player and tapes
8. Phonics Chart.
9. Record Player and Records.

Evaluation: Let pupils read aloud to find if they are able to figure the pronunciation of new words without assistance.

II. To show your understanding of word forms and sentence patterns by reading orally.

Activities: Given a selection to read the pupil should:

1. Recognize given word forms and sentence structure patterns.
2. Read a given passage orally, with correct voice intonation, inflection, and phrasing.
3. Recognize and use given printing conventions.
4. Read on tape and play back.

Materials:
1. Textbooks.
2. Reading machine storeis.
3. Read Magazine.
4. Tape and tape recorder.
5. Individualized Reading from Scholastic.
6. Scholastic Action.
7. Essays (Reading levels 1-8).
8. Study Skills.

Evaluation: Read aloud to determine if progress is being made in the above.

III. To show your understanding of the structure and meaning of words and phrases by relating them to contextual uses.

Activities:
1. Identify homonyms in a given selection.
2. Identify antonyms in given selection.
3. Identify synonyms in given selection.
4. Given two words of identical or somewhat similar pronounciation, recognize the word to be used in a given sentence.

5. Given a word or group of words in context, recognize which of the following context clues are given for those words: (1) definition, (2) explanation, (3) opposite idea, or (4) example.

6. Demonstrate ability to use words or phrases to convey exact meanings.

7. Recognize the technical vocabulary in a given scientific selection.

8. Recognize that words have multiple meaning and select appropriate meaning in given sentences.

Materials:
1. List of: antonyms, synonyms, and homonyms.
2. Textbook.
3. Tach-X films.
4. Workbook.

Evaluation: Pupils should be able to match: antonyms, synonyms, and homonyms. Given one of these he should be able to list the other. Examples: Pair _____(he should list pear) as the homonym, or the antonyms, hot_____(cold).

IV. To show that you can use structural analysis to recognize and use the correct forms of words.

Activities:

1. Review structural analysis by recognizing the following structures of grammatical significance. (1) endings: -ed, -ing, -s, -er, -est. (2) plurals: -s, es, -ies, -ves, variants.

2. Demonstrate ability to use structural analysis to read new words.

3. Recognize written form of given word.

4. Demonstrate ability to use common abreviations. (Ex: Mon., Dr., etc.)

5. Given a group of sentences in which one word in each sentence is incomplete and given a list of suffixes and prefixes, select the appropriate affix to complete the word.

6. Given a list of words with affixes, recognize the root of each word.

7. Review structural analysis by finding clues to the meaning of a word by recognizing its parts--root, prefix, or suffix.

8. Demonstrate the ability to divide words according to the rules of syllabication.

Materials:
1. Notebook.
2. Words from text.
3. Tach-X.
4. List of words with affixes or,
5. List of words with prefixes and suffixes to be added.

Evaluation: Are the pupils able to use these structural analysis to recognize words?

V. To show that you can apply skills of phonetic and structural analysis to improve your spelling and reading.

Activities:

1. Using a list of words misspelled, design a method of mastering these words.

2. Apply spelling rules for words that double the final consonant before a suffix.

3. In given situations, apply the rule for the correct spelling of words in the following cases:
   (1) Words ending in final y.
   (2) Words ending in silent e - (also before a suffix beginning with a consonant).
   (3) Words containing ie vs. ei.
   (4) The plural of words.
   (5) Prefixes to a root word.
   (6) Suffixes to one-syllable words and to words ending in silent e.

4. Apply rules for spelling the contraction of two or more given words.

5. Read sets of homonyms and write sentences spelling and using each member correctly - possible examples:

(1)	pair	(7)	ant
	pear		aunt
(2)	there	(8)	herd
	their		heard
(3)	dear	(9)	its
	deer		it's
(4)	canvass	(10)	principle
	canvas		principal
(5)	capitol	(11)	stationery
	capital		stationary
(6)	already	(12)	waste
	all ready		waist

6. Read, use, and spell correctly words frequently confused - possible examples:

(1)	accept	(6)	cloths
	except		clothes
(2)	access	(7)	later
	excess		latter
(3)	advice	(8)	lose
	advise		loose
(4)	affect	(9)	device
	effect		devise
(5)	breath	(10)	quite
	breathe		quiet

Materials:
1. Word list or flash cards.
2. Textbook.
3. Dictionary.
4. Rules for spelling - guides.
5. Notebook.

Evaluation: Given a list of some of the most frequently misused and misspelled words and phrases, read, use, and spell them correctly.
Other examples: ache, through, knew, tired, straight.

IV. To show that you can apply dictionary skills when needed.

Activities:
1. Given a list of words he can put them in alphabetical order.

2. Given a word determine if it is found between given guide words.

3. Given a list of words to look up-by use of diacritical marks-pronounce the words.

4. Determine the accented syllable.

5. Look up words to find correct spelling.

Materials:
1. Notebook.
2. Dictionary.
3. Textbook.

Evaluation: Are pupils able to do the above? Given practice in the use of the dictionary the pupil should be able to increase his speed in finding words.

VII. To show that you can follow written directions.

Activities:
1. Give practice in following written directions: Write on board simple instructions--example: Jane come to the front of the room. Tom close the door.

2. Follow directions in workbook.

3. Follow directions on learning sheets, test, etc.

Materials:
1. Chalk and board.
2. Workbook.
3. Learning sheets, test, etc.
4. Study skills.

Evaluation: Check each child to make sure he understands instructions to be followed. If he can follow written instructions, he will be able to complete his work (in workbook and learning sheets).

VIII. To show that you comprehend what you read.

Activities:
1. Given groups of words determine the ones that are sentences.

2. Identify the topic sentence in a given paragraph.

3. Choose a title for material read.

4. Find the main idea of story.

5. Finding specific information - to answer questions, or to support your point of view.

6. Arrange ideas in sequence, or incidents that happen.

7. Skim to find facts.

8. Take notes on detailed material.

9. Understand a simple footnote.

10. Outline given material.

11. Summarize a story read silently.

12. Given a sufficient part of a story anticipate a logical outcome.

13. Draw logical conclusions and make inferences from information presented in the reading.

14. Discriminate between relevent and irrelevent information.

Materials:

1. Notebook.
2. Textbook.
3. Reading machine stories - question books.
4. Workbook.
5. Individualized reading from Scholastic.
6. Scholastic Action.

Evaluation: After reading a given story are pupils able to do the above? Are they able to use the index, glossary, table of content, charts, etc., to find information?

IX. To be able to read literature for appreciation of various types of writing, and for enjoyment.

Activities:

1. Read fiction and discuss:
   a. Setting (giving description).
   b. Characters - role play - wear costumes or act out parts for class to guess which character he is.
   c. Plot.
   d. Read character parts.

2. Read simple novels (maybe outside of class) and determine plot, character, and setting.

3. Read non-fiction and write brief character sketches.

4. Make a scrapbook collection of favorite poems--illustrate poems.

5. Small groups might want to stage and act out short plays or stories.

6. Discuss how situations apply to everyday lives, and compare experiences to characters.

7. Dress dolls as characters of stories.

Materials:

1. Textbooks and Paperbacks.
2. Library books - fiction and non-fiction.
3. Simple chairs for stage setting.
4. Costumes.
5. Dolls.

Evaluation:

1. Are small groups able to work together and act out short plays, etc.?

2. Within a group are they able to use all talents: stage hands, as well as actors and actresses?

3. Do students enjoy reading both fact and fiction?

4. Can they tell enough of a story interestingly enough to make others want to read the story?

5. Can students recognize and discuss setting, characters, plot, etc.?

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WRITING

The purpose of writing in the language arts program is to foster a desire for students to express themselves in a variety of forms. The sample activities, materials and suggested evaluations are intended to be typical of those used by the various language arts teachers and are not intended to be exhaustive.

Specifice Objectives

I. Keeping record:

Acrivities:
1. Keep word list
2. Keep scores of games
3. Keep club records and committee reports
4. Keep records of books read
5. Keep records of progress made

Materials:
1. Notebook
2. Charts or forms
3. Dictionary

Evaluation: Can pupils keep accurate records?

II. Understanding and using types of sentences

Activities:
1. Write the kinds of sentences: Declarative, Interrogative, Imperative, and Exclamatory.
2. Practice using each in writing paragraphs.

Materials:
1. Composition or note paper
2. Pencil or pen
3. Textbook
4. Dictionary

Evaluation: Can children recognize and use the four kinds of sentences taught: Can they indentify different types of sentences from a printed page?

III. Organizing thoughts so as to prevent run-on sentences and sentence fragments

Activities:
1. Write sentences and paragraphs for class criticism
2. Pupils discuss and correct sentences

Materials:
1. Textbook
2. Dictionary

Evaluation: Can children organize their thoughts and correct their errors?

IV. Improving in ability to spell correctly, capitalize, punctuate paragraphs, and become language conscious

Activities: 1. Make card-file collections of spelling words.

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2. Make class dictionaries
3. Practice correcting paragraphs with errors in capitalization and punctuation.

Materials:
1. Textbook
2. Dictionary
3. Note paper or copies run off to correct

Evaluation: Are children improving in written and oral language?

V. To learn to fill out forms

Activities:
1. Practice filling in blanks on coupons, questionnaires, standardized tests, order blanks, and applications
2. Fill out checks and receipts

Materials:
1. Blank checks
2. Receipt books
3. Order blanks
4. Applications

Evaluation: Are pupils able to fill out forms?

VI. To learn to write letters

Activities:
1. Write friendly letter
2. Write business letter
3. Write letter of application
4. Write request letter
5. Write thank-you notes
6. Write invitation letter
7. Address envelopes
8. Practice folding letters

Materials:
1. Overhead projector
2. Stationery
3. Envelopes
4. Textbook
5. Dictionary

Evaluation: Can the children name and indentify parts of a letter and write a mailable letter:

VII. Gaining experience in personal-type writing

Activities:
1. Write original stories, poems and plays
2. Write autobiography, advertisements, notices and articles for school or local newspaper

Materials:
1. Note paper
2. Newspapers
3. Books: library, poetry, etc.
4. Dictionary

Evaluation: Are pupils able to do personal-type writing?

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VIII. To write descriptively by sharpening their power of observation by becoming more responsive to impressions perceived through the senses

Activities:
1. Describe some familiar object to a person who has no knowledge of that object.
2. Assign topics requiring concentration on the five senses:
   a. The view from the window
   b. Street sound
   c. Passing a restaurant
   d. Spaghetti sauce

Materials:
1. Writing materials
2. Views from the window

Evaluation: Are pupils able to write descriptively?

IX. To recognize how description is different from narration and exposition

Activities:
1. Pupils read descriptive advertisements.
2. Pupils write brief advertisements

Materials:
1. Newspapers
2. Books

Evaluation: Are pupils able to recognize the difference between description and narration?

X. To interest pupils in composing word pictures of people, places and things

Activities:
1. Pupils read descriptions of characters from books
2. Pupils write description of friends and let the class guess the person that he wrote about

Materials:
1. Books
2. Writing materials

Evaluation: Check papers for correctness of sentence structure and punctuation.
Assign short drills that are relevant to correction remarks on the paper.

XI. To learn narrative writing by writing their experiences in story form and to enhance pupils' appreciation of a well developed story

Activities:
1. Pictures of action are shown
2. Pupils compose using the following guide lines:
   a. What place is shown?
   b. What people?
   c. What has happened?
   d. What are characters saying to each other?
   e. What was the outcome?
2. Pupils scan printed stories for lists of expressions which can be substituted for "said:
3. Have the above written in narrative form

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4. Teacher reads the beginning of a story and students finish it.

Materials:
1. Action pictures
2. Printed short stories
3. Filmstrips
4. Tapes
5. Textbook

Evaluation: Students exchange their papers for student evaluation. Supervise the writing of corrections and revisions. Require students to correct papers according to teacher's remarks using the guid lines found in textbook, filmstrips and tapes.

XII. Writing paragraphs by developing a topic sentence into a coherent paragraph

Activities:
1. Teacher shows a picture of a magazine cover
2. Class gives main idea of the picture
3. Class eliminates until the best main idea is agreed upon
4. Each student gives a supporting sentence
5. Sentences are placed in correct order
6. A suitable "clincher" ending sentence is selected
7. Students copy this paragraph to be used as a guide

Materials:
1. Magazine covers
2. Textbook

Evaluation: Are students able to develop a topic sentence into a coherent paragraph?

XIII. To gain skill in arranging supporting details in logical order and to recognize and eliminate irrelevant material

Activities:
1. Teacher duplicates paragraphs in which sentences are jumbled. Irrelevant material is included.
2. Pupils eliminate irrelevant material
3. Pupils arrange sentences to form a good paragraph

Materials:
1. Magazine covers
2. Textbook
3. Duplicated paragraphs

Evaluation: Are pupils able to arrange supporting details in a logical order and eliminate irrelevant material?

XIV. To be able to connect choppy sentences with a conjunction or a phrase or vary the sentence structure to avoid monotony.

Activities:
1. Pupils listen to tapes on choppy sentences
2. Pupils look at filmstrips on choppy sentences
3. Students work drills from textbook

Materials:
1. Tapes
2. Filmstrips
3. Textbook

Evaluation: Are pupils able to avoid sentence monotony by vary their sentence structure:

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XV. To support a general statement by giving detail

Activities: 1. Pupils discuss literature or other subject areas
2. pupils write practice paragraphs on topics drawn from discussions of literature or other subject areas

Materials: 1. Books

Evaluation: Are students able to support a general statment by giving details?

XVI. Writing reports

Activities: 1. Select title for the report
2. Pupils take notes in their own words
3. Pupils organize and write a report from their notes

Evaluation: Are pupils able to take notes and write a report from their notes?

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Listening

The following is a tentative curriculum guide designed to aid teachers in helping students in the middle school develop the necessary listening skills. The sample activities, materials and suggested evaluations are intended to be typical of those used by the various language arts teachers and may be modified to fit the needs and problems of the students involved. They are not intended to be exhaustive. In addition to the materials listed the Macmillan English Series contains specific chapters devoted to listening skills.

Specific Objectives

I. To become aware of the importance of listening in the learning process

Activities:
1. Discuss importance of listening
2. If the school uses a public address system for daily announcements, the teacher might give a quiz on the morning's announcements.
3. Announce (and follow through) that throughout the year the students can expect unannounced quizzes on material just covered
4. Listen to records, tapes, etc. which discuss the importance of listening
5. Give a listening test (examples of such tests listed under materials)
6. Record instructions for tests, etc. so that they will be repeated only once.

Materials:
1. Tapes
2. Records (esp. How to Study in school library)
3. Tape recorder
4. Record player
5. "Objectives of a Ninth Grade Listening Unit" Suggestions for Teaching English in the Junior High School, published by NCTE.

Evalutation: Are pupils becoming more aware of the importance of listening and can they perform the above activities with a relative degree of success?

II. To develop ability to give attention to the speaker + learn process of alert listening

Activities:
1. Practice correct posture, attitude, eyes on speaker, etc. for proper listening
2. Tell chain stories in which each participant carries the story forward from where the preceding speaker left off.
3. Write a report using one of the following listening activities:
   a. Listen to the next speaker who visits your school. Report his main idea and 2-3 supporting ideas.
   b. Lie still in bed on a school morning and tell all the sounds you hear. Tell how they differ on a Saturday or Sunday morning.

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c. Listen with "rabbit ears" on a bus or street car. Report what you hear.

4. Discuss distraction, interferences with proper listening and how to overcome them
5. Listen to a radio or television speech at home while other members of the family go about their activities. Do not expect them to be particularly quiet for your convenience. Report on the speech to the class and let others who heard it judge your listening ability.

Materials: 1. Stories with which the class is familiar (chain story activity)
2. Radio, TV or tape recorder

Evalutation: Are students improving in their ability to give undivided attention to a speaker and becoming more alert listeners (less easily distracted, more aware of the various listening situations around them, etc.)?

III. To differentiate between sounds

Activities: 1. Exercises in identifying:
loud and soft sounds
high and low sounds
human and non-human sounds
consonants
long and short vowels
blends, digraphs, dipthongs
2. Exercises in indicating recognition of a variety of rhythms by clapping hands, etc. to the beat
3. After ~~hearning~~ hearing a dictated word, pronounde a rhyming word

Materials: 1. Records, tapes
2. Record player, tape recorder
3. Various material dealing with phonics

Evaluation: Can the student differentiate between sounds as tested by the above activities?

IV. To be able to listen to and recognize new words

Activities: 1. Exercises in identifying the following when heard:
root words
compound words
plurals and singulars

2. Students make up and tape stories using vocabulary words. Other students listen for these words when tapes are played.

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Materials: 1. ~~Words~~ Word lists prepared by teacher, students, publishers, etc. of roots, compounds, etc.
2. Tapes and tape recorder

Evaluation: Are students to recognize new words when heard?

V. To recognize standard and sub-standard usage when heard

Activities: 1. Hear and observe teacher speak standard usage
2. Make a good-natured game out of correcting each others sub-standard usages (Be careful not to carry this to the point of intimidating students, discouraging them from speaking in class)
3. Exercises in choosing the correct (standard) form from choices presented orally

Materials: 1. Exercises in textbooks and workbooks (presented orally)
2. Tape, tape recorder

Evaluation: Are pupils showing improvement in standard usage?

VI. To be able to adjust one's listening to the purpose at hand (recognize whether the major purpose of an oral presentation is to entertain, inform, instruct, persuade, etc. and hence listen with the attention, attitude, etc. appropriate for the presentation)

Activities: 1. Make rules for listening for different specified purposes (eg. answering questions, gathering information, gathering details to support a main idea, etc.)
2. Listen to and discuss tapes or records of different types of oral presentations

Materials: 1. Records, tapes
2. Record player, tape recorder

Evaluation: Can the student determine the purpose of an oral presentation and adjust his listening to the purpose at hand?

VII. To follow oral directions

Activities: 1. Teacher gives student 4-5 simple directions. Student responds. (eg. Raise you left hand, scratch your right ear, stomp your right foot three times, blink both eyes twice)
2. Follow directions for arranging pictures, words, and objects in a pre-determined order
3. Follow directions for playing games
4. Follow directions in marking worksheets, test papers, filling in name, date, period, etc.

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Materials: 1. Worksheets, test papers, etc. as used for other language arts activities serve for practice in following oral directions

Evaluation: Can students follow directions as given in above activities?

VIII. To listen to the end of a discourse or discussion before asking questions or drawing conclusions

Activities: 1. Ignore students who raise hands to ask questions before the teacher has finished giving directions (negative reinforcement)
2. Read or have students read brief anecdotes with surprise endings, etc.

Materials: 1. Anecdotes on various subjects having surprise endings

Evaluation: Are students improving in their ability to listen attentively to ~~a-die~~ the conclusion of a discourse before drawing conclusions or asking questions?

IX. To remember specific information from an oral presentation

Activities: 1. Play game involving listening for sequence of ideas (First student states, "I went to the zoo and saw lion." Second student, "I went to the zoo and saw a lion and a monkey." Third student, "I went to the zoo and saw a lion, a monkey, and a tiger." The game continues as long as a student can recall all the animals and add one more.)
2. After listening to a story, identify and/or describe the events that happened first, next and last in the story
3. After listening to a story, match answers with questions on the details
4. After listening to a story or report, ~~indo~~ identify the events that occurred from a given list of events
5. Recognize the main idea in a story you have just heard.
6. Recognize the mood (funny, sad, serious, informative, etc.) of an oral presentation

Materials: 1. Stories, reports, etc. to be presented orally - NOTE "Listening Objectives" (mentioned earlier) gives several paragraphs which can be used.

Evaluation Can the students remember specific information from ~~th~~ an oral presentation as tested by the above activities?

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X. To show understanding of information presented orally by interpreting the content

Activities: 1. Exercise in differentiating between:
real and "make-believe"
fact and opinion
in an oral presentation
2. After listing to a political or editorial speech of at least 5 minutes on TV, radio, tape, etc. describe in 2-3 sentences (1) the main idea (2) 2-3 subordinate or related ideas
3. Discuss and practice recognizing the following signs of bias in an oral presentation:
loaded words
exaggeration,
statements of opinion or of prediction presented as fact

Materials: 1. Stories, reports, paragraphs illustrating real and "make-believe", fact and opinion, various signs of bias
2. Tapes of political, editorial, etc. speeches
3. TV, radio, tape recorder

Evaluation: Are students improving in their ability to show understanding of information presented orally by interpreting the content through such activities as the above?

Note:

The language arts committee is aware of the fact that the Alabama Course of Study recommends that listening skills be taught as a correlative to other work, not as a separate unit to be studied. The committee feels that the above objectives, activitiec, etc. yield themselves easily to such incorporation in the students' daily work. However, listening skills are so important to success in any area of school life, that, for some students, time devoted to developing these skills as an end in themselves would not be ill-spent. Glendale Junior High School, Salt Lake City, Utah, is an example of one such school that has developed a specific listening unit for incorporation in its curriculum.

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Spelling

The compensations for accurate spelling are many. First, there is the pride and sense of accomplishment which comes from such an achievement. Also accurate spelling often enables a student to avoid stringent penalties on high school or college papers. Finally, accurate spelling has always been, and probably will continue to be, one of the marks of the "educated person."

In general the objective of spelling study in the junior high, or middle school, is for the student to further develop his ability to use spelling effectively in writing words that he understands, uses in speaking, and meets in reading.

The activities, materials, and evaluations suggested are intended to be examples of those used; they are not intended to be exhaustive.

Specific Objectives

I. To become aware of the importance of correct spelling.

Activities: 1. Student is expected to spell reasonably correctly in all his work (hopefully, in all classes), not just when studying spelling specifically.
2. Games illustrating the absurdity often resulting from incorrect spelling.
3. Bonus points offered to students who can find incorrect spelling on teacher handouts.

Materials: 1. All papers turned in by students.
2. Dictionary
3. Films
4. Games

Evaluation: Is student becoming more conscious of importance of spelling in all of his work?

II. To be able to analyze your difficulty in spelling a word. The ability of a student to do this is basic to his ability to spell. All spelling "rules" are a means to this end.

Activities: 1. Check to see if misspelling of a word is a result of:

A. Carelessness in writing, reading, or pronunciation
B. Groups of similar words differently spelled
C. Varied sorts of "special" complexities, such as failure to understand the meaning of the word in context, failure to use apostrophe correctly, etc.

Materials: 1. Textbooks
2. Films
3. Dictionaries
4. Glossary

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Evaluation: Can pupils demonstrate independence in using spelling aids to unlock correct pronunciation and spelling of words?

III. To develop a method of attacking new words.

Activities:
1. Look at the word. Look at each letter.
2. Say the word. Hear every syllable.
3. Write the word without looking at the original. If you made any mistakes, write it correctly.
4. Check the word with the original.
5. Looking away from the word, say it to yourself. Try to see a picture of the word in your mind's eye.

(Sample method of attack)

Materials:
1. List of words
2. Chalkboard and chalk
3. Paper and pencil
4. Tach-X and Flash-X

Evaluation: Can student attack and master the spelling of a new word independently?

IV. To apply the skills of phonetic analysis to analyze and spell words.

Examples:

1. Rules of syllibication

Activities: Discussion and exercises in dividing words into syllables

Materials:
1. Transparencies
2. Dictionaries
3. List of words to divide

Evaluation: Can the student divide most words correctly into syllables?

2. Sounds of consonants at the beginning of words

Activities: Games, worksheets, etc., in recognizing initial consonant sounds

Materials: List of words

Evaluation: Can the student recognize initial consonant sounds?

3. The long and short sounds of vowels and various spelling of these sounds

Examples:
A. An understanding that the \ə\ sound may be spelled

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a, e, i, o, u; and understanding that the \a\ sound sometimes combines with \n\ to form \an\, which may be spelled an, en, in, on, or un.

B..An understanding that the sound \ē\ may be spelled in a number of different ways: skill in spelling correctly words in which e sound is spelled e, y, ee, ea, ey, and ay; habit of using study steps in learning to spell these words;
Examples of such words:

e	y	ee	ea	ey	ay
she	penny	tree	flea	honey	Sunday
be	history	flee	plea	key	Monday
hé	swiftly	three	tea	monkey	Tuesday
	witty	settee	sea	donkey	Friday

Activities: Let pairs of children give each other pretests to see which words each child needs to study. Written practice is especially important in learning to spell.

~~Evaluation~~

Materials: 1. Word lists
2. Dictionaries
3. Transparencies

Evaluation: Can students recognize and use the different spellings of the vowel sounds?

4. The effect of final silent e

5. The sound of i and y

6. When to expect the spelling ai and ay

7. The k sound

8. The q followed by u

9. Sounds of diphthongs such as oi, ou, ow

10. Silent letters
A. Silent c before k: rock, back, sick, duck, etc.
B. Silent k before n: knight, knot, know, etc.
C. Silent gh before t: fight, sight, might, etc.
D. Silent p before s or n (when p is the initial letter): psalm, psychology, pneumonia, etc.
E. Silent d before g: hedge, fudge, etc.
F. Silent w before r: wrong, wring, wrath, etc.

Activities: The students might be given a paragraph to pick out words that contain silent letters. Next give a paragraph of several misspelled words and ask students to respell the misspelled ones.

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ii. Skill in spelling words containing these double consonants: bb, dd, gg, nn, tt: An understanding that double consonants are commonly found in many English words and that when a two syllable word has a double consonant, the division comes between the two consonants in writing.

Activities: Give sentences such as these and let students draw the division in each nn, bb, dd, gg, rr, and tt word:

1. Jack told a funny joke at dinner.
2. The sudden storm made the river very muddy.
3. Does whale blubber taste like rubber?
4. That buggy is the biggest one on the field.
5. Sara found a pretty little kitten.

Materials: 1. List of materials containing all of the above phonetic patterns
2. Sentences and words containing above phonetic patterns.
3. Films
4. Transparencies

Evaluation: Can students spply above principles of phonetic analysis in spelling?

~~vi~~.

V. To demonstrate ability of applying structural generalizations, new and review, in spelling words correctly.

Examples: 1. Plurals of most nouns are formed by adding s or es; the past tense of many verbs is formed by adding d or ed.

2. New words may be made by adding ing to some words.

3. New words may be made by adding r, er, st, est, and ly.

4. Change y to i before adding es, ed, ly, er, or est.

5. Words ending in o form plurals variously — some by s, some by es, some by either.

6. The apostrophe is used to form singular and plural possessives and to show that letters are omitted in contractions.

7. Common prefixes and suffixes.

Activities: Games, exercises, and worksheets applying the above generalizations.

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Materials: 1. Worksheets
2. Chalk and chalkboards
3. Overhead projector and transparencies
4. Charts
5. Games

Evaluation: Can the students apply structural generalizations in spelling words?

VI. To recognize and spell words that may have more that one pronunciation depending upon the use to which they are put and to recognize the shift in accent according to ~~which a~~ the use to which a word is put.

Activities: 1. Discuss with pupils that many words have two different pronunciations depending on the way they are used in sentences:
Examples:

1. subject - (N.) sub' jikt
(V.) sub jekt'
2. project - (N.) proj' ekt
(V.) pre jekt'
3. progress - (N.) prog' res
(V.) pre gres'
4. rebel - (N.) reb'el
(V.) ri bel'

2. Have pupils write words such as separate twice and after each write adjective or verb to indicate its use in the sentences below:

He will separate the paper into separate stacks.

Have pupils fill in answers to riddles with words from a given list as the above.

a. If it weren't filling, it wouldn't be _____. (appropriate)

b. No one would trip over it if it didn't _____.(project)

3. Dictate sentences for words to study for the weekly test and proofread.

4. Pupils should include in their spelling notebooks all words missed on tests.

Materials: 1. Films
2. Textbook
3. Dictionaries

Evaluation: Are pupils able to say and use correctly each word as two different parts of speech?

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VII. To recognize and spell common homonyms correctly.

Activities: Exercises, games spelling the correct form of a homonym for use in a particular sentence.

Materials: List of homonyms, sentences using them.

Evaluation: Can students spell and use homonyms correctly?

Additional Activities

These sample activities can be used at various times in the study of spelling according to the needs and interests of the students involved:

Encourage students to use new words, learned from spelling, in sentences of their own when speaking in class, etc.

Give opportunity to use new words in oral and written reports.

Description of various spelling games can be attached here.

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Speaking

Speech or oral communication can only be considered with reference to the whole of active communication. If communication is vital in the deucative process generally, and in language learning specifically, then oral composition must carry as much weight as written communication.

The general objective of speech study in the language arts program is to develop the ability to communicate with others in a carefully planned, well-organized, and fluently expressed talk by using good enunciation, poise, and a sense of responsibility for his remarks.

The activities, materials, and evaluations listed are examples and are not intended to be exhaustive.

Specific Objectives

I. To be able to plan and conduct personal interviews.

Activities:
1. Prepare an outline of the questions you would like to ask a person in an interview.
2. Conduct an interview with a classmate.
3. Conduct an interview with an adult. Present an oral summary of that interview.
4. Conduct an interview and write about it for a school newspaper. Include the interviewee's name and at least three facts about his life.

Materials:
1. School newspaper.
2. Periodicals.
3. Notepaper.

Evaluation: Student must achieve an average grade of three points on a five-point scale based on organization, enunciation, poise, and content.

II. To be able to make informal oral presentations.

Activities:
1. Review oral presentations skill by explaining how to proceed from your present position or a place that you select, to another place in the school on the playground, or in the neighborhood. Explain the reverse route.

2. Review oral presentation skills by expressing a passage written in formal language in your own words.

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3. Review skills for presentation of ideas to an audience by explaining to a group how to perform an activity.
4. Demonstrate an accepted procedure for (1) making an introduction and (2) making an announcement.

Materials:
1. Transparencies
2. Textbooks
3. Games

Evaluation: Student must achieve an average grade of three points on a five-point scale based on organization, enunciation, poise, and content.

III. To master the techiniques for preparing an organized oral report.

Activities:
1. Apply the skill of sequencing to organize material for an oral presentation.
2. After reading two or more books on a chosen topic, prepare a project that includes a visual model. Present a discussion of the topic.
3. Prepare an oral report using the following steps.
   A. Choose and limit a subject.
   B. Locate information.
   C. Take notes.
   D. Organize the notes in three sections: one that leads into, one that expands, and one that summarizes the topic.
   E. Present the report.

Materials:
1. Textbooks
2. Transparencies
3. Encyclopedia
4. Library resources

Evaluation: Student must achieve an average grade of three points on a five-point scale based on organiality.

IV. To be able to present an organized oral report.

Activities:
1. Present a three-to five minute talk on a topic you choose.
2. After reading a book, present an oral book review.
3. After reading an account of a scientific adventure, present an oral report related to the adventure.

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4. Given a controversial topic, make an oral presentation in which you try to persuade others to agree with your point of view.
5. Prepare and present a three-to five minute informative talk that will be evaluated on the basis of (1) your posture, (2) your eye contact, (3) the volume of your voice, (4) your speed in speaking, (5) your pronunciation and enunciation, and (6) your organization of the material.

Evaluation: Student must achieve an average score of three points on a five-point scale based on posture, eye contact, volume of voice, speed in speaking, pronunciation and enunciation, and organization.

V. To be able to participate in achieving the goals of a discussion group.

Activities:
1. Review the guidelines for a discussion that apply to the participant in a discussion group.
2. Review group-discussion techniques expressing your point of view on a topic from your reading in a specific category.
3. Review group-discussion techniques by participating in an open-ended group discussion in which no one solution is apparent. Include the following: (1) define the topic, (2) contribute relevant ideas, (3) contribute to the resolution of the problem, and (4) state whether or not you think your contribution was worthwhile.

Materials:
1. Textbooks
2. Library resources
3. Note cards

Evaluation: Student must achieve an average score of three points on a five-point scale based on originality , organization, poise, enunciation, and contribution to the success of the group.

VI. To be able to apply techniques for leading a discussion.

Activities:
1. Describe the rules that should be followed by the leader of a discussion group.
2. Evaluate the technique used by a discussion leader according to the following criteria.
   A. Introducing the topic under discussion.
   B. Refraining from giving personal views.
   C. Deciding who is to speak.

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D. Keeping the discussion moving on the topic.
E. Giving evryone a chance to speak.
F. Summarizing the main points.

3. Demonstrate your ability to lead a discussion group.

Materials:
1. Textbooks
2. Filmstrips
3. Library resources

Evaluation: Student must achieve an average score of three points on a five-point scale based on the six criteria listed in Activity 2 above.

VII. To be able to demonstrate role-plauing ability.

Activities:
1. Act out a given script using proper expression, intonation, etc.
2. Create and perform an original ending for an open-ended play.

Materials:
1. Scholastic Action
2. Scripts of plays
3. Tape player

Evaluation: Student must achieve an average score of three points on a five-point scale based on expression, intonation, and originality.

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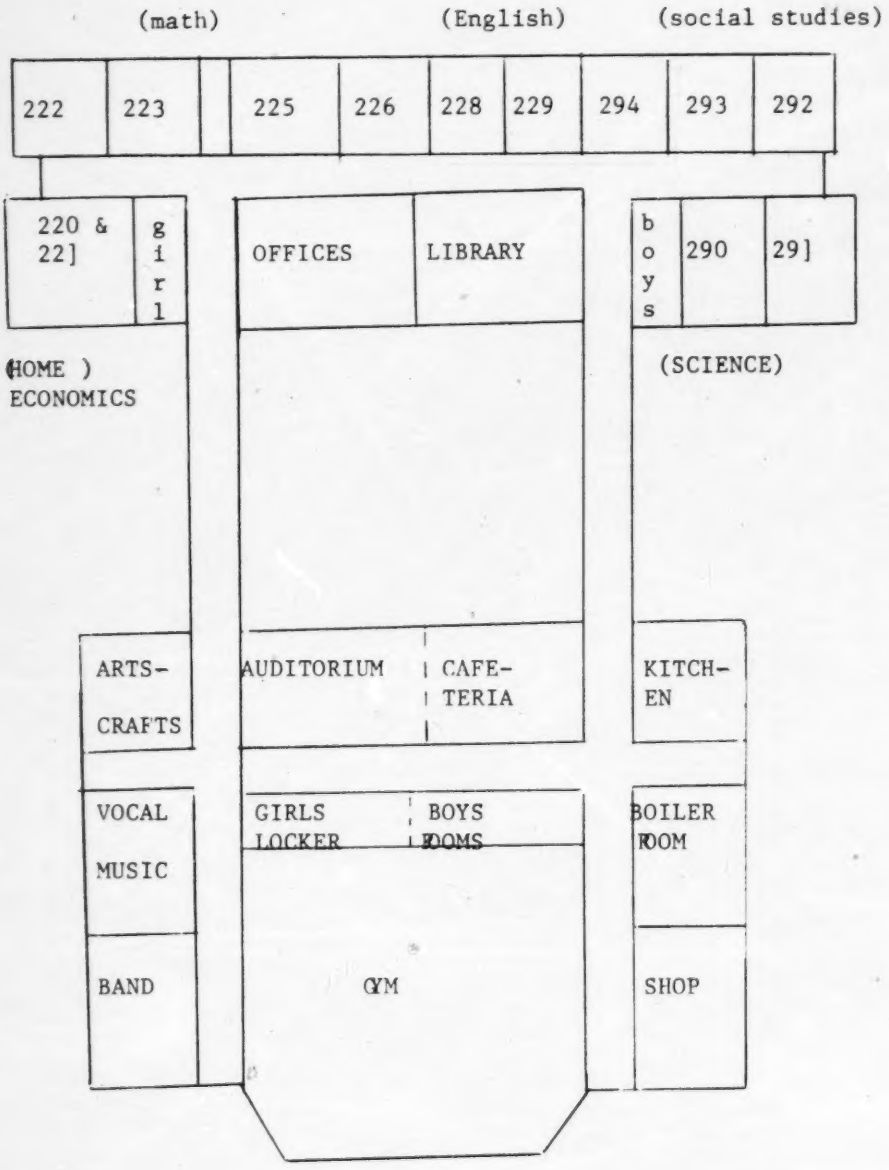
EDWARDSBURG

JUNIOR HIGH SCHOOL



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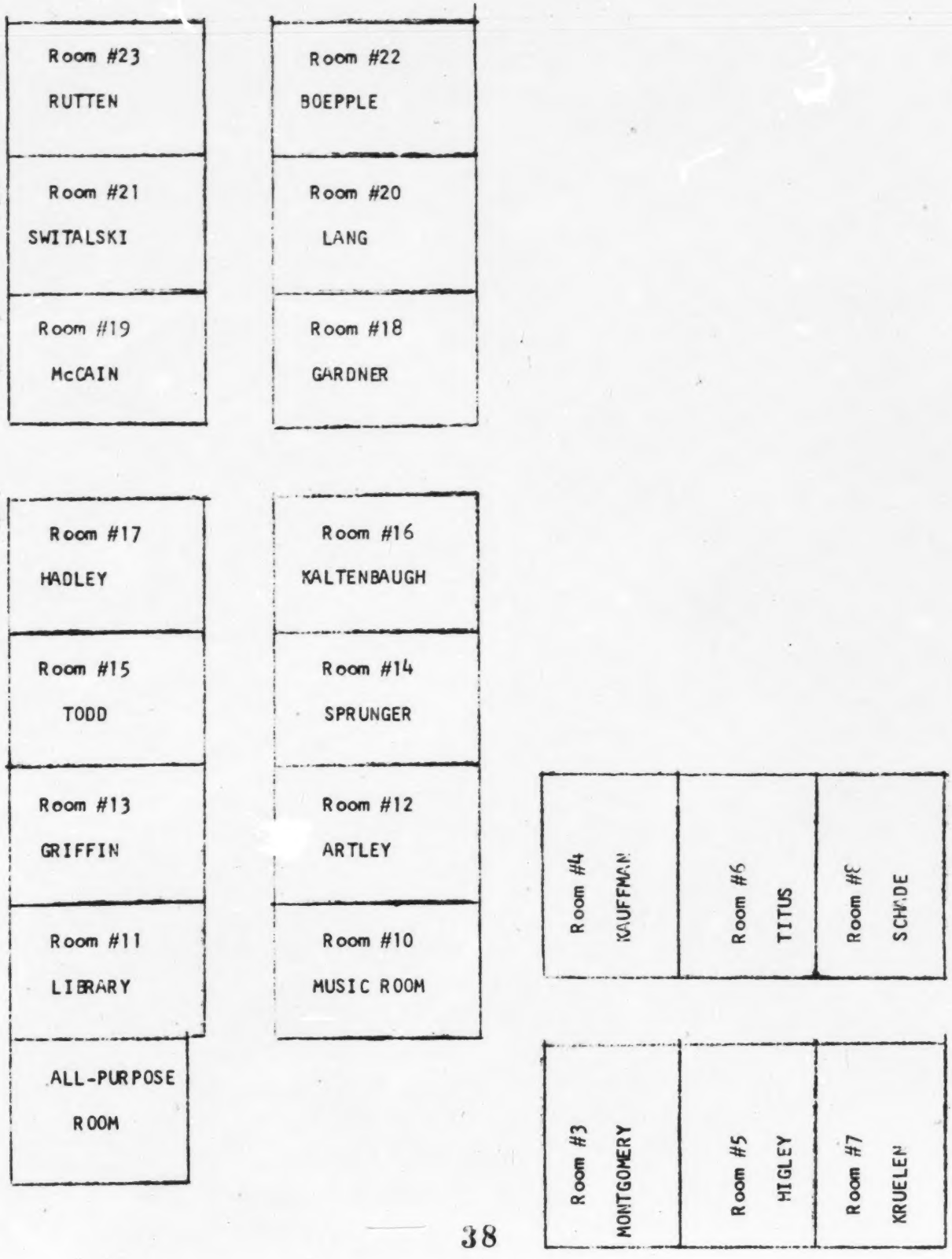
EDWARDSBURG ELEMENTARY SCHOOL



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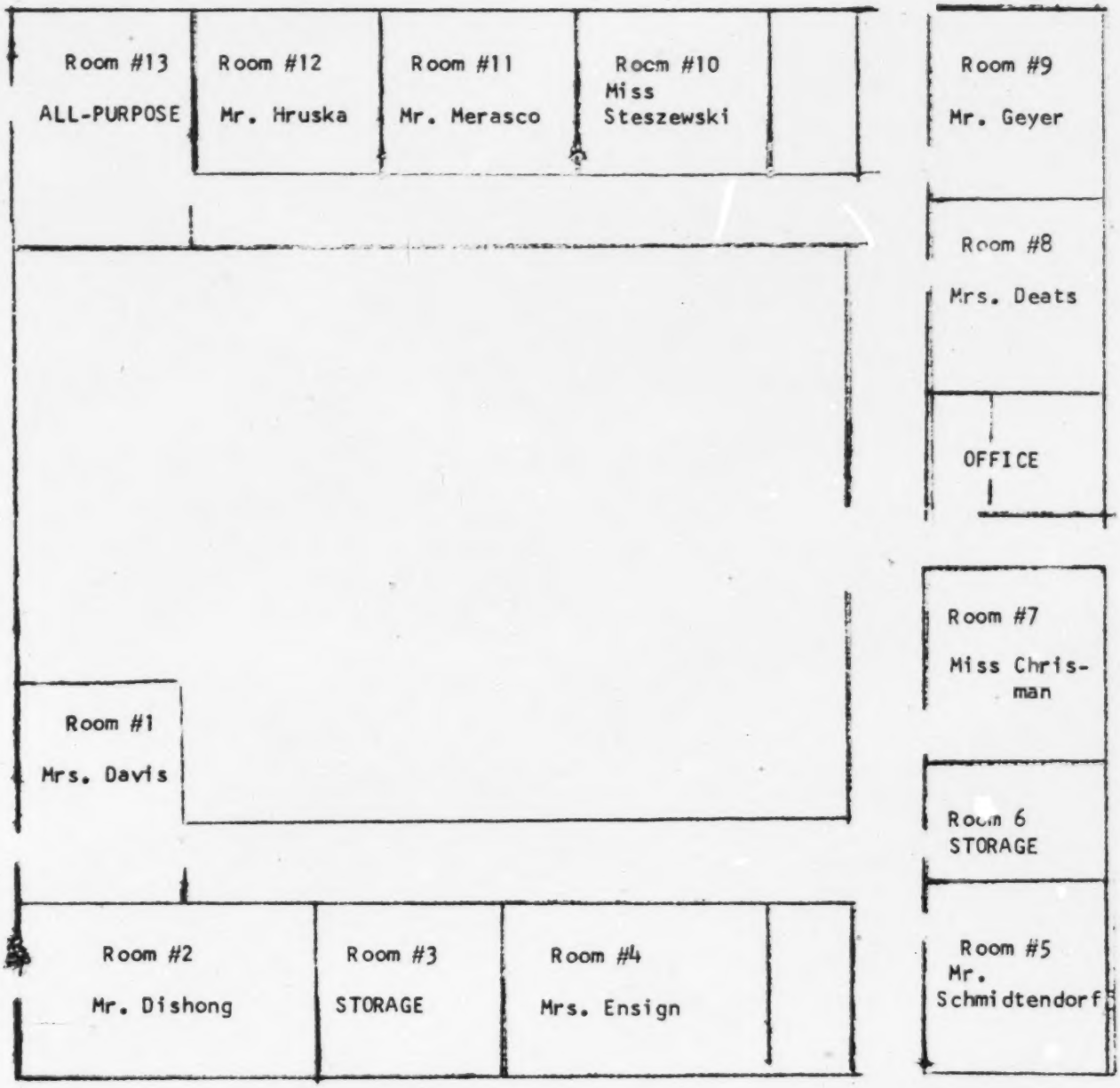
EDWARDSBURG MIDDLE SCHOOL



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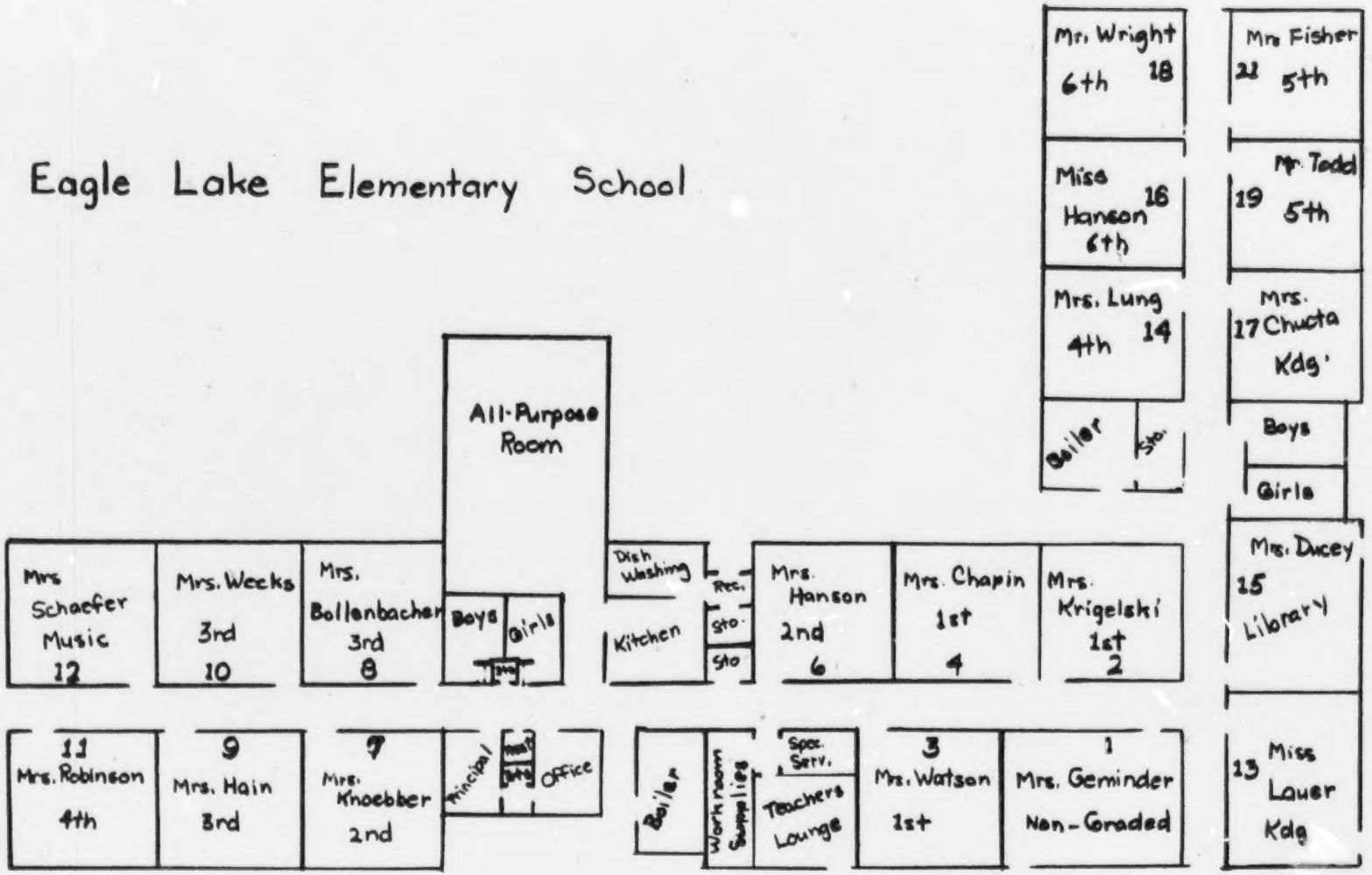
Eagle Lake Elementary School



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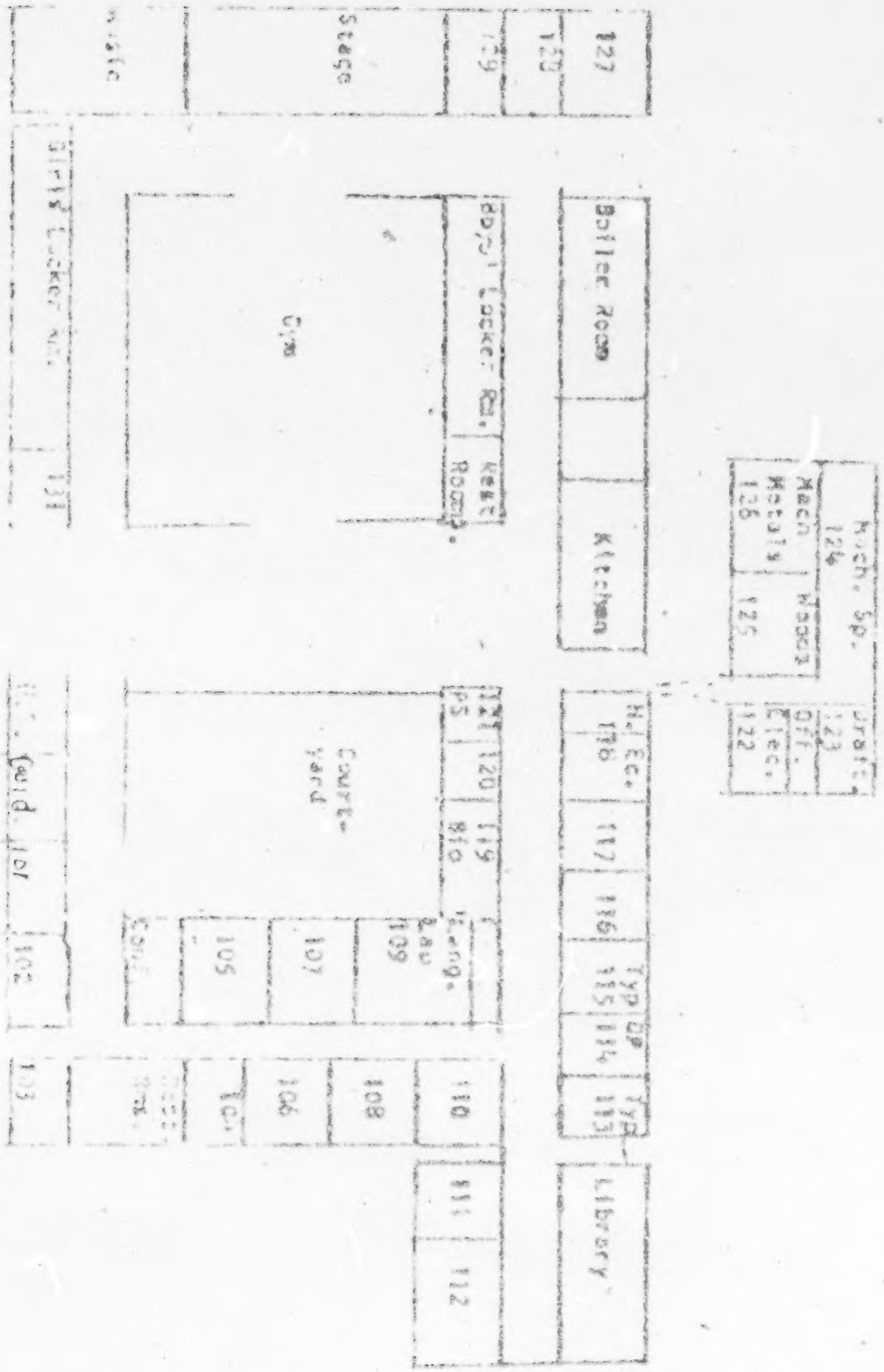
BUILDING MAP
Edwardsburg High School
1970-1971


127
129
Stage
Boiler Room
Kitchen
Mech. Sp.
124
Mech. Maint.
126
Mech. Maint.
125
Elec.
122
Ref. Ec.
116
117
118
119
120
121
Court-yard
105
107
Lab
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Library
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The Language Arts Department functions on a semester basis. The 9th grade has basic courses which cover semesters of grammar and literature. The 10th, 11th and 12th grade years are elective courses to fulfill graduation requirements. During these years a student must elect one course in each the speech and writing areas. The department also recommends that college bound students take at least four semesters of the elective courses, one of which is advanced writing.

This departmental program intends to provide the student with a better understanding of literature writing and other forms of communication by eliminating repetition by offering varied courses. The program attempts to meet the needs of different levels of student abilities and interest.

Enrollment

High School	675
Junior High	325
Edwardsburg Elementary	480
Middle School	248
Eagle Lake Elementary	449
Total	2177

Ninety-eight (98) teachers.

COMMUNITY SERVICES

Churches

Ontwa Baptist Church
Elkhart Rd.
663-2587

Our Lady of the Lake Roman Catholic Church
U.S. 12 East
Father Schneider
699-5474

Full Gospel Assembly Church
R 1 Cassopolis Rd.
Edwardsburg
699-8010

United Presbyterian Church
124 S. Lake
Rev. Harry Clark
663-6815

Union Protestant Church
R 2 Daily Rd
Cassopolis
Rev. David Wade
445-2066

Granger Missionary Church
Indiana 23
Granger, IN

Edwardsburg United Methodist
212 W. Church St.
663-5385

Adamsville United Methodist
Rev. Dennis Buwalda
U.S. 12 East
699-5654

Mason Baptist Church
Rev. Don Milburn
R. 3 Mason St.
Cassopolis
699-5782

Community Baptist Church
M-62 North
Rev. Charles Boniface
699-5093

Church of God
125 W. Hamilton
Rev. Millard Sailers
663-7965

Nearby Colleges and Universities (60 miles)

Western Michigan University
Kalamazoo, MI
Graduate School

Notre Dame/St. Marys
South Bend, IN
Graduate School-- Catholic

Indiana University
South Bend, IN
Graduate work in some areas

Bethel College
Mishawaka, IN
United Missionary

Andrews College
Berrien Springs
Graduate School--Adventist

Lake Michigan Community College
Benton Harbor, MI

South Western Michigan Community College
Dowagiac, MI

2 Physicians
1 Dentist
6 Hospitals (within 25 miles)
Ambulance service
3 Banks
6 Golf courses
2 Public beaches
Snow skiing
Tennis courts
Voter Registration Information from township clerks

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BACKGROUND AND AFFECTIVE CHARACTERISTICS

Less than 1% of the studentbody is composed of minority races; the school community is strongly Caucasian. While there is no strong ethnic representation, that with the most representation in the area is Polish. However, the area is becoming more of a melting pot as more and more families move into it.

COMPOSITION OF THE COMMUNITY

The school community has no important characteristics related to the school. Little or no foreign languages are spoken in the homes. Neighborhoods center on the many lakes in the area and in the village of Edwardsburg itself. These neighborhood clusters generally have an extensive variety of socio-economic residents as evidence by the communities within driving distance (South Bend and Elkhart), but Edwardsburg itself displays no specific interest in cultural affairs. The stability of the population has been high.

OCCUPATIONAL STATUS OF ADULTS

There is little local employment. Most residents commute ten to twenty miles to their place of employment. Occupations range from corporate executive to factory laborers with a large number working in industry as foreman and supervisors.

EDUCATIONAL STATUS OF ADULTS

On a county-wide basis the 1960 census reports show 19,904 persons over 25 with 5,046 finishing high school and of this 724 had finished 4 years college. The median education for males is 9.6 years, and 10.6 years for females. Our area suggests an upward trend due to professional and business growth of families moving into the community and working in Indiana, the general uplifting of the community and a national trend of individuals reaching a higher educational level.

ECONOMIC CLIMATE

Economically the community has experienced an above average increase in population and housing. Through the cooperation of our local government subsidizing our industrial development, we have been able to attract new industry and business. This has created new positions and employment in the community.

STUDENT TESTING

What set of tests were used in determining this data? Primarily the SRA High School Placdment Test (grade 8), the Differential Aptitude Tests (grade 9), and the Lorge-Thorndike Intelligence Tests (grade 10), and the California Test of Mental Maturity administered in elementary school, generally grade 5.

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